

**STUDENTS' PERCEPTION ON THE USE SCHOLOGY WEB
APPLICATION AS ONLINE MID-TEST PLATFORM AT
DEPARTMENT OF ENGLISH EDUCATION OF UNIVERSITAS
MUHAMMADIYAH SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree
of English Education Faculty of Teacher Training and Education**

By:

WILDHAN BANGKIT HIMAWAN

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**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHERS TRAINING AND EDUCATION UNIVERSITAS
MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

By:

WILDHAN BANGKIT HIMAWAN

A320160046

Approved to be examined by Consultant

Consultant

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the bottom.

Fitri Kurniawan, M.Res Ed.

NIDN.0610108501

ACCEPTANCE

STUDENTS' PERCEPTION ON THE USE SCHOOLOGY WEB APPLICATION
AS ONLINE MID-TEST PLATFORM AT DEPARTMENT OF ENGLISH
EDUCATION OF UNIVERSITAS MUHAMMADIYAH SURAKARTA

By :

WILDHAN BANGKIT HIMAWAN

A320160046

Approved and Accepted by the Board of Examiners
School of Teacher Training and Education
Universitas Muhammadiyah Surakarta

In2021
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The Examiners

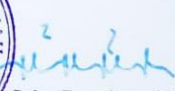
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(Member)
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Dean,


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TESTIMONY

I hereby declare that in this scientific publication no work has ever been submitted for obtaining a bachelor's degree in a college and to my knowledge there are also no works or opinions that have been written or published by other people, except in writing that are referred to in the manuscript and mentioned in the list. References.

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Wildhan Bangkit Himawan

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi mahasiswa dan kesulitannya berdasarkan pengalaman mahasiswa terhadap penggunaan aplikasi web schoology sebagai sebuah platform mid-test online pada Jurusan Pendidikan Bahasa Inggris di Universitas Muhammadiyah Surakarta. Penelitian ini adalah deskriptif kualitatif. Peneliti melakukan wawancara untuk mengumpulkan data. Wawancara digunakan sebagai teknik pengumpulan data untuk mencari permasalahan yang harus diteliti. Subjek penelitian ini adalah mahasiswa dari Jurusan Pendidikan Bahasa Inggris. Objek penelitian ini adalah transkrip wawancara mahasiswa dari Jurusan Pendidikan Bahasa Inggris. Untuk menganalisis data, peneliti menggunakan sebuah pendekatan fenomenologi. Hasil penelitian menunjukkan bahwa : Siswa dapat mengirimkan hasil mid-test dalam bentuk file atau video, Siswa dapat mengemat waktu dan biaya ekonomi siswa, koneksi internet tidak berjalan baik, Siswa melakukan kecurangan karena hilang konsentrasi saat mengerjakan mid-test.

Kata Kunci : persepsi, aplikasi web, Schoology

Abstract

This study aims to describe students' perceptions and the difficulties based on students' perception on the use Schoology web application as an online mid-test platform at the Department of English Education of Universitas Muhammadiyah Surakarta. This research is descriptive qualitative. The researcher interviews to obtain data. Interviews are used as data collection techniques to find problems that must be researched. The subject of this research is students of the Department of English Education. The object of this research is the transcript of the interviewed students of the Department of English Education. To analyze the data, the researcher used a phenomenological approach. The results: Students can submitted the result of mid-test in file or video form, Students can save time and economic costs, Internet connection not always working well, Students cheating cause loss of concentration while doing the mid-test.

Keywords: perception, web application, Schoology

1. INTRODUCTION

Currently, there are many education-based web applications connected to the internet that can make it easier for students to access learning resources. One of the web applications connected to the internet is Schoology. Schoology is a collaboration and learning tool and is a web-based K-12 learning environment that will provide students, parents, and teachers with access to classroom materials and information via the internet (Farmington Schoology, 2014). With this web application, teachers can have greater opportunities to communicate broadly to students. So, the teacher has a big enough role in interacting or discussing with students.

Schoology can be accessed through an application on a cell phone and also through a web browser on a computer or laptop with internet access, of course. In Schoology there are several main features, as stated by Aminoto (2014), Schoology has several main features, namely, Courses, Groups, and Resources.

Schoology promises features that can truly revolutionize the way teachers organize their classes (Schlager, 2016). In other words, it facilitates for teacher to organize their learning in class through the features in the application. Schoology can make it possible teachers to provide teaching materials and to organize and evaluate the learning process as a learning management tool (Rahman, 2011). This means that through this application, educators can send updates to the Course, easily attend students' attendance, make assignments, discuss, check and assess the work results of their students. Not only for the teachers but also for students who are taught using Schoology, students can have the ability to organize their learning effectively and get the best results. (Tsaniyah, Ayu & Pratiwi, 2019). With the existence of Schoology, students can still carry out learning online, collaborating with their friends. The learning process is no longer limited by certain classrooms (Denker, 2013). So that students can learn independently through their mobile devices which can be done whenever and wherever they want.

The use of Schoology at the Universitas Muhammadiyah Surakarta is still something new, both for lecturers and students. Universitas Muhammadiyah Surakarta through LJM has socialized the use of e-learning to support the teaching and learning process and e-learning, namely Schoology. This was socialized through an e-learning seminar which was held in March 2017 (Widodo, 2018). In the Department of English Education, Schoology has a big enough role, almost all of its subjects use this application as a supporting tool for learning activities. As research conducted by Azulfa (2019) where Schoology is implemented in teaching Micro Teaching in the Department of English Education. In her research, she found that Schoology was used as a classroom management tool. Because of that, Schoology is one of the most promising educational media in meeting current and future challenges, especially the 21st-century teaching problem (Biswas, 2013).

In connection with the current pandemic situation, Universitas Muhammadiyah Surakarta has issued a circular to prevent the spread of Covid-19. The leadership of Universitas Muhammadiyah Surakarta appealed to all lecturers and students to maximize lecture activities in the online form by using one of the web applications, namely Schoology (SE UMS, 2020). And also UTS is carried out online (in-network) or e-UTS is scheduled and scheduling is done by each study program. Because the implementation of the exam switches online, Universitas

Muhammadiyah Surakarta provides relief to students by providing some quotas to support network connections in the learning process for students (SE UMS, 2020).

The researcher conducted this research because at the Universitas Muhammadiyah Surakarta, especially in the Department of English Education, Schoology is used as a support platform in lecture activities. No exception during the mid-test activity. Based on the description above, the researcher is interested in researching students' perceptions of using Schoology as an online mid-test platform. It is important to know about students' perceptions of using Schoology because researchers can find out students' views on the use of Schoology as a platform in exam activities and what obstacles students face in using the web application as a platform for exam activities.

2. METHOD

This study focuses on students' perceptions about the use of the Schoology web application as an online mid-test platform in the Department of English Education of Universitas Muhammadiyah Surakarta. Researchers need to get data from students who carry out the mid-test using Schoology. This study used descriptive qualitative research. According to Creswell (2012), this method is used to examine the status of a group of people concerning an object, a condition, a thought, or an event that occurs at present. Researchers want to know students' perceptions about the use of Schoology. This study tries to analyze the interview transcripts and then the researcher describes the conclusions of the data analysis to carry out this type of research.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Students can submitted the result of the mid-test in file or video form

Students explained that she can submitted the answer in the form of a file and can upload it to the features available in Schoology. So, students unneeded to print sheets or go to campus.

3.1.2 Students can save time and economic costs

In the online mid-test through Schoology, students' transportation costs do not subside. Online mid-test, students can reduce their transport fee for going to campus. So, mid-test for 2 weeks. Even though it's not every day the schedule alternates. Thus, the transport fee is intact. Can save and set by students' pocket money. Because she doesn't go to campus and don't buy any snacks. Thus, her pocket money is complete. The use of the internet quota is relatively small.

Students compare if the calculation of expenses for buying quotas with the use of quotas is still normal. Cause, the mid-test implementation was short term. The use of students' stationery is reduced. Usually, students always bring more than one pen, because of fear of running out, misfire or something like that. If online, students just type the answer and just delete it if wrong. And students just bring one pen for anticipation. Online mid-test can make writing tidier and easier to read. Students compare if the exam on campus tries to write answers carefully, neatly, and tries no to make scribble. However, if done online, the answer is a matter of typing, and it is neat and readable.

3.1.3 Internet connection not always working well

Students have problems when doing the mid-test online. Students have their internet connection not working well. So, when student wanna access to the next question is loading and it wasting time.

3.1.4 Student cheating cause loss of concentration while doing the mid-test

Due to loss of concentration, students have cheated with access to the internet and student feel annoyed cause some friends chat asking for answer.

3.2 Discuissions

3.2.1. Student can submitted the result of the mid-test in file or video form

Using Schoology as an online mid-test platform is a new way. Students can work and submitting their work in the file or video form through the features available in Schoology. Gillispie (2013) explained that Schoology can upload assignments, create online test or quizzes, upload files or links, and create discussion boards, albums, and other different pages. It can also help create a paperless classroom.

3.2.2. Student can save time and economic costs

The online mid-test provides students advantages compared to the face-to-face mid-test. With the online mid-test, it can save students time. This case suitable with the research by Alif Karyawati dan Kandi Lintang Ndadari (2017) they revealed that Schoology can save their time and money in submitting their assignment, access the learning source easily, feel a new learning atmosphere, and give information about the utilization of digital media for English learning activity. The online mid-test also provides advantages in terms of economic cost. With the online exams, students can save expenses from stationery and transportation. This is in line with the research conducted by Diandra (2020) regarding the use of e-learning which can provide cost efficiency for its administration, efficiency in providing facilities and physical

facilities for learning as well as cost efficiency for students, namely transportation and accommodation cost.

3.2.3. Internet connection not always working well

Schoology is a platform that can be accessed by an internet network. Available of strongly signal internet supporting internet connection working well. Students experience problems when answering the question and when wanna send their work through Schoology. According to Kristiyanti (2020) in her research concluded that the main weakness of making the internet the basis of teaching is the availability of supporting infrastructure, one of which is the internet network.

3.2.4. Students cheating cause loss of concentration while doing the mid-test

Concentration is an important thing for students so that they can do exam smoothly and get satisfying results. When they lose concentration and focus, students become confused in answering questions. According to Yarissumi (2017), if a student cannot concentrate on learning, he may not be able to enjoy the learning process he is doing. So that students cheat when doing exams. The online exams using Schoology gives students the convenience of work it. Students can work from home without fear of being supervised by the teacher so that students can ask other friends for answers. Haryanto (2018) explains that the ease of operation available in the Schoology service/features is sometimes misused by some students.

4. CLOSING

This section has a clear and concise picture of what the researcher has written in the previous analysis. The researcher draws the following conclusions. This conclusion answers the problem formulation of this research. Using Schoology can facilitate the students to carry out online Mid-Test. Students can take on and submit the test easily, students can be submitted in various forms such as files or videos. The online mid-test by Schoology not only saving economic costs but also saving time. Even though Schoology provides several conveniences, students also experience difficulties related to the internet connection and loss of concentration and it makes students cheat.

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